

## Fair-Oak Elementary

1964 Oakway Road  
Westminster, South Carolina 29793

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	702 Students	
<b>Principal</b>	Carolyn Harris	864-972-9371
<b>Superintendent</b>	Dr. Valerie Truesdale	864-886-4400
<b>Board Chair</b>	Harry B. Mays, Jr.	864-972-3629

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	31	54	3	0

## IMPROVEMENT RATING

## AVERAGE

## ADEQUATE YEARLY PROGRESS

## NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Unsatisfactory	No
<b>2005</b>	Average	Below Average	No
<b>2006</b>	Average	Average	No

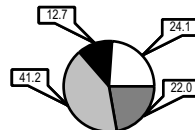
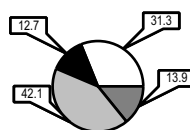
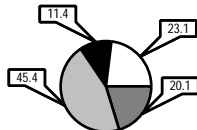
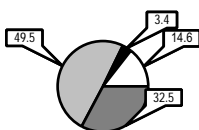
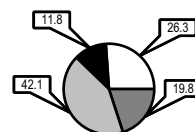
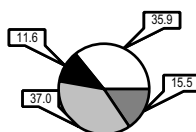
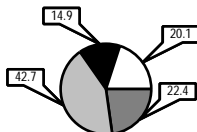
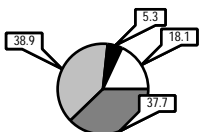
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	347	99.4	14.6	49.4	32.6	3.4	51.9	Yes	Yes
<b>Gender</b>									
Male	183	100.0	20.0	50.9	27.4	1.7	42.9	N/A	N/A
Female	164	98.8	8.2	47.6	38.8	5.4	62.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	331	99.7	14.7	48.4	33.3	3.5	51.6	Yes	Yes
African American	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	88.9	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	280	99.6	8.1	47.7	39.9	4.3	62.8	N/A	N/A
Disabled	67	98.5	40.6	56.3	3.1	0.0	7.8	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	347	99.4	14.6	49.4	32.6	3.4	51.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	8	87.5	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	339	99.7	14.6	48.7	33.2	3.5	51.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	189	99.5	19.8	52.9	26.2	1.2	39.5	Yes	Yes
Full-pay meals	158	99.4	8.7	45.3	40.0	6.0	66.0	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	347	98.8	21.9	46.1	20.4	11.6	44.5	Yes	Yes
<b>Gender</b>									
Male	183	98.9	24.3	44.5	18.5	12.7	45.1	N/A	N/A
Female	164	98.8	19.2	47.9	22.6	10.3	43.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	331	98.8	21.7	46.0	20.7	11.7	45.0	Yes	Yes
African American	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	280	100.0	15.5	48.1	23.3	13.2	50.8	N/A	N/A
Disabled	67	94.0	49.2	37.7	8.2	4.9	18.0	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	347	98.8	21.9	46.1	20.4	11.6	44.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	339	98.8	21.7	45.7	20.8	11.8	45.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	189	98.4	32.0	45.0	15.4	7.7	34.9	Yes	Yes
Full-pay meals	158	99.4	10.7	47.3	26.0	16.0	55.3	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	347	99.7	31.3	42.1	13.9	12.7	26.6
<b>Gender</b>							
Male	183	100.0	31.4	41.1	13.1	14.3	27.4
Female	164	99.4	31.1	43.2	14.9	10.8	25.7
<b>Racial/Ethnic Group</b>							
White	331	100.0	31.0	41.5	14.4	13.1	27.5
African American	4	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	9	88.9	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	280	99.6	25.6	42.6	16.7	15.1	31.8
Disabled	67	100.0	53.8	40.0	3.1	3.1	6.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	347	99.7	31.3	42.1	13.9	12.7	26.6
<b>English Proficiency</b>							
Limited English Proficient	8	87.5	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	339	100.0	30.9	42.0	14.2	12.9	27.1
<b>Socio-Economic Status</b>							
Subsidized meals	189	99.5	43.0	38.4	10.5	8.1	18.6
Full-pay meals	158	100.0	17.9	46.4	17.9	17.9	35.8

<b>Social Studies</b>							
All Students	347	99.4	23.9	41.3	22.0	12.7	34.8
<b>Gender</b>							
Male	183	100.0	22.9	43.4	20.6	13.1	33.7
Female	164	98.8	25.2	38.8	23.8	12.2	36.1
<b>Racial/Ethnic Group</b>							
White	331	99.7	23.7	42.0	21.8	12.5	34.3
African American	4	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	9	88.9	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	280	99.3	18.3	41.6	25.7	14.4	40.1
Disabled	67	100.0	46.2	40.0	7.7	6.2	13.8
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	347	99.4	23.9	41.3	22.0	12.7	34.8
<b>English Proficiency</b>							
Limited English Proficient	8	87.5	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	339	99.7	23.7	41.5	21.8	13.0	34.8
<b>Socio-Economic Status</b>							
Subsidized meals	189	99.5	32.0	42.4	17.4	8.1	25.6
Full-pay meals	158	99.4	14.7	40.0	27.3	18.0	45.3

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	140	99.3	14.7	45.6	37.5	2.2	39.7
	4	90	100.0	22.6	44.0	32.1	1.2	33.3
	5	89	100.0	14.9	50.6	34.5	0.0	34.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	119	99.2	12.0	40.7	41.7	5.6	47.2
	4	138	99.3	15.0	55.9	25.2	3.9	29.1
	5	90	100.0	17.2	50.6	32.2	0.0	32.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	140	99.3	25.0	55.9	14.0	5.1	19.1
	4	90	100.0	19.0	48.8	17.9	14.3	32.1
	5	89	97.8	22.4	54.1	16.5	7.1	23.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	119	99.2	25.2	54.2	15.0	5.6	20.6
	4	138	98.6	19.0	38.9	25.4	16.7	42.1
	5	90	98.9	22.1	46.5	19.8	11.6	31.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	140	99.3	37.5	44.1	13.2	5.1	18.4
	4	90	100.0	36.9	32.1	23.8	7.1	31.0
	5	89	100.0	20.7	32.2	19.5	27.6	47.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	119	99.2	30.6	47.2	16.7	5.6	22.2
	4	138	100.0	30.5	42.2	14.8	12.5	27.3
	5	90	100.0	33.3	35.6	9.2	21.8	31.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	140	99.3	14.0	55.1	20.6	10.3	30.9
	4	90	100.0	14.3	53.6	23.8	8.3	32.1
	5	89	100.0	31.0	42.5	18.4	8.0	26.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	119	99.2	17.6	43.5	29.6	9.3	38.9
	4	138	100.0	17.2	40.6	21.1	21.1	42.2
	5	90	98.9	41.9	39.5	14.0	4.7	18.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 702)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 97.7%	100.0%	100.0%
Retention rate	2.2%	Down from 2.9%	2.5%	2.8%
Attendance rate	96.6%	Up from 96.1%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.3%	Down from 11.6%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.1%	Down from 4.8%	0.0%	0.0%
Eligible for gifted and talented	12.2%	Up from 10.8%	11.9%	10.4%
On academic plans	43.0%	N/AV	33.6%	33.6%
On academic probation	18.7%	N/AV	1.0%	1.0%
With disabilities other than speech	10.5%	Down from 13.0%	8.3%	7.5%
Older than usual for grade	0.6%	Down from 1.3%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 50)</b>				
Teachers with advanced degrees	34.0%	Down from 37.3%	54.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.0%	N/A	0.6%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 4.7%	0.0%	0.0%
Teachers returning from previous year	88.8%	Up from 88.3%	88.7%	87.3%
Teacher attendance rate	95.2%	Down from 96.0%	94.8%	94.9%
Average teacher salary	\$38,949	Down 2.9%	\$43,118	\$42,485
Prof. development days/teacher	12.2 days	Down from 12.5 days	13.5 days	13.3 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 20.7 to 1	18.8 to 1	18.6 to 1
Prime instructional time	90.0%	Down from 90.2%	89.7%	89.7%
Dollars spent per pupil*	\$6,946	Up 21.5%	\$6,457	\$6,557
Percent of expenditures for teacher salaries*	62.8%	Down from 67.0%	63.7%	64.0%
Percent of expenditures for instruction*	68.5%		69.0%	69.1%
Opportunities in the arts	Excellent	Up from Fair	Good	Good
Parents attending conferences	99.0%	Down from 100.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	7.8%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Our 2005-06 Fair-Oak staff and community promoted, recognized and encouraged our theme for the year, Good Grades are Groovy. Opening our school with our wild orange tie-dyed t-shirts gave a clear direction to our students and families that high achievement is expected often. Our staff refused to accept nothing but personal best from students, and we invited families to join us as we celebrated student achievements at quarterly celebrations and through monthly newsletters. Opening our year with our first PTO Back to School Blast and continuing with our annual Christmas and spring chorus concerts, spring and fall family picnics, quarterly report card celebrations, PTO Talent Showcase, Winter Reading Celebration, Five Love Languages for Children, Art and Cultural Explosion, Community of Readers and Field Day were our invitations to families to participate in celebrating our children's achievements.

To build upon our strong academic climate, we offered numerous computer math times for students and a concerted focus on reading at appropriate levels through 100 Book Challenge and small group direct reading instruction. The math computer lab opened daily at 7:20 for students to participate in Early Morning Math lab and continued to operate for second through fifth graders. Secondly, our staff put their belief that reading is the key to success in all subjects by differentiating their reading instruction so all students can progress at their appropriate levels. With support from our PTO and district funds, approximately 20 teachers received training and \$2000 for books in their classrooms. Analyzing Measuring Academic Progress (MAP) data gave our staff explicit areas for improving classroom instruction and targeting students who needed direction in specific areas. The spring MAP results clearly indicated that these reading strategies were successful as our students surpassed the national MAP target growth in every grade.

All these activities were designed for our community and families to join us in educating our children. As a 2006 Red Carpet School winner, we received the recognition that the welcoming atmosphere at Fair-Oak Elementary provides a safe, warm community for our students to be successful. Our recurring theme Good Grades are Groovy highlighted our goal that our students learn to care and care about learning.

Carolyn Harris, Principal  
Mandy Beattie, SIC chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	50	79	45
Percent satisfied with learning environment	90.0%	92.4%	84.1%
Percent satisfied with social and physical environment	92.0%	92.4%	84.4%
Percent satisfied with school-home relations	76.0%	89.9%	75.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.